

March 24, 1999

To: Superintendents of School Districts Serving 4th through 8th Grade Students

From: Patrick Keegan, Deputy Superintendent
Finance, Technology and Information Services Branch

Subject: Application for New Education Technology Staff Development Program (AB 1339, Knox, Chapter 844, Statutes of 1998)

This letter and the enclosed application contain important information about a new source of ongoing funding for education technology staff development. On March 11, 1999, the State Board of Education approved policies for the Education Technology Staff Development Program. The purpose of this new program is to provide ongoing funding so that training in education technology can be integrated into all professional development. With the Digital High School Program and other education technology efforts, California is endeavoring to integrate the use of technology into its new standards-based curriculum. This cannot be accomplished, however, unless teachers and site administrators are trained to use the technology as part of this curriculum. This new program will help eligible schools and districts meet this important need.

This program is available to provide funding based on the number of 4th through 8th grade students in eligible schools. In 1998-99, \$8,215,462 is available for this program. If every 4th through 8th grader in the State attended schools that qualified for this program, the 1998-99 funding level would provide roughly three dollars per 4th through 8th grader. Actual per student funding is expected to be greater than three dollars per 4th through 8th grader, but will depend upon the number of students in schools eligible for the program. In no event will the amount exceed twenty dollars for each 4th through 8th grader at participating schools. It is anticipated that funding for this first year of the program will reach districts in June or July. Funds received by school districts for this first year of the program will be available for expenditure for at least twelve months. In subsequent years of the program, the application package will be mailed to districts earlier in the year so that funding can be distributed much earlier in the fiscal year. Districts will need to reapply every year.

This program has basically two program requirements. First, in order to ensure that teachers receiving the training will have an opportunity to put what they learn into practice, the program requires that sufficient instructional technology already exists in their classrooms. Secondly, to ensure that this training will assist student learning as intended by the Legislature, the program requires that participating schools must develop action plans to integrate training in the use of technology with their ongoing professional development.

To receive funding, school district governing boards must certify the following for **each participating school**:

- 1) Each 4th through 8th grade classroom in the participating school has Internet access and a sufficient number of up-to-date computers or other devices to provide Internet access for instructional purposes. (Note: Definitions of these key terms can be found on page 2 of the application. An "up-to-date computer" is a multimedia computer with access to a CD-ROM, internally or over a network, that has the capacity to access Web-based resources. A "sufficient number of computers for instructional purposes" in this program is one computer for every ten 4th-8th grade students in the classroom, and all those computers must be in the 4th-8th grade core curriculum classrooms, not a lab or the library. "Internet access" is a networked connection to the Internet either through (1) one computer in the classroom that is connected to a projection device or (2) all the computers in the classroom necessary to meet the definition of "sufficient number of computers for instructional purposes.")
- 2) Funds will be spent to train site administrators, instructional classified employees and certificated employees who provide direct instructional services in core curriculum to students in grades 4-8, in the use of education technology to support the daily instruction of pupils and the recordkeeping necessary to support that instruction.
- 3) The training in education technology will meet or exceed the proficiency standards recently adopted by the Commission on Teacher Credentialing (CTC). (Note: A copy of the CTC education technology proficiency standards is included in this mailing.)
- 4) Participating schools have developed an action plan for education technology professional development that integrates training in education technology with other ongoing staff development available from any state and federal funding sources.

An application, including instructions and pertinent definitions, is included in this mailing. Please note that the application requires your school district governing board to certify at an open meeting that all the information contained in the application is true and correct. Additionally, the law requires that a school has an "action plan" for integrating education technology into its ongoing staff development in order to be eligible for this program. Developing such an "action plan" will take time and the collaboration of a number of staff people and, therefore, should commence immediately. Instructions regarding this "action plan" are included in the application instructions.

Completed applications, certified by the school district governing board, must be received in the Education Technology Office of the California Department of Education no later than June 11, 1999.

If you have any questions regarding this program, please contact Karen Steentofte (telephone number 916-323-5112/e-mail ksteento@cde.ca.gov) in the Education Technology Office.

cc: County Offices of Education

1998-99

APPLICATION

EDUCATION TECHNOLOGY

STAFF DEVELOPMENT PROGRAM

FOR GRADES 4 THROUGH 8

Completed application, certified by the school district governing board, must be received in the Education Technology Office of the California Department of Education no later than 5:00 p.m. on Friday, June 11, 1999.

1998-99

The Education Technology Staff Development Program for Grades 4 Through 8

Technical Assistance

For assistance in completing this application, please contact Karen Steentofte (telephone number (916) 323-5112/e-mail ksteento@cde.ca.gov) in the Education Technology Office.

Application Submission Information

The completed application, with original signatures, must be received by the Education Technology Office of the California Department of Education no later than 5:00 p.m. on Friday, June 11, 1999. Faxes will not be accepted.

Education Technology Staff Development Program
Education Technology Office
California Department of Education
515 L Street, Suite 250
Sacramento CA 95814

Please also remember to retain a copy of the completed application at the school district office to assist with future audits.

Program Overview

It is the intent of the Legislature that "each school site administrator, appropriate instructional classified employee, and teacher of pupils in grades 4 to 8, inclusive, possess the knowledge and skills to effectively use education technology in the daily instruction of pupils and the recordkeeping needed to support that instruction." This new Education Technology Staff Development Program strives to accomplish this by providing ongoing funding to integrate education technology into all professional development.

This program contains basically two program requirements. First, in order to ensure that teachers receiving the training will have an opportunity to put what they learn into practice, the program requires that sufficient instructional technology already exists in their classrooms. Secondly, to ensure that this training will assist student learning as intended by the Legislature, the program requires that participating schools must develop action plans to integrate training in the use of technology with their ongoing staff development.

In 1998-99, \$8,215,462 is available for this program. Funding will be distributed to districts according to number of 4th through 8th grade students in eligible schools, based on prior year CBED's enrollment. If every 4th through 8th grader in the State attended schools that qualified for this program, the 1998-99 funding level would provide roughly three dollars per 4th through 8th grader. Actual per student funding is expected to be greater than three dollars per 4th through 8th grader, but will depend upon the number of students in schools eligible for the program. In no event, will the amount exceed twenty dollars for each 4th through 8th grader at participating schools.

Application Process

The enclosed application identifies the information required to determine if individual schools are eligible to receive this funding. The information on the application is to be reviewed and certified as correct by the local governing board at an open meeting. While the application for this program is completed and submitted by the school district, the program is funded on a school site basis. In other words, individual school sites must meet the eligibility requirements and have a plan to expend the funds on staff development for their site administrator, 4th-8th grade teachers, and appropriate instructional classified employees for the same grade levels. The application is the means by which the district certifies to the State which of its schools meet the eligibility requirements for funding. It is not necessary for all schools serving 4th-8th grade students in the district to be eligible for any one school to participate. Only those individual schools that are eligible can participate in this program.

Glossary of Key Words

The following key words are defined in Emergency Regulations (Title 5, California Code of Regulations, Division 1, Chapter 11, Special Programs, Subchapter 20, Education Technology Staff Development Program, Section 11970 Definitions) adopted by the State Board of Education on March 11, 1999.

- (a) "**Action plan**" as used in Education Code section 44731(d) means a written document that outlines how the use of education technology will be integrated into the curriculum through the incorporation of education technology into any professional development. This plan should explain how education technology will be successfully included in existing professional development programs such as, the Instructional Time and Staff Development Reform Program, the Beginning Teacher Support and Assessment Program; the Mentor Teacher Program; the Bilingual Teacher Training Program; Intersegmental Staff Development; Demonstration Programs in Intensive Instruction; Teacher Instructional Training in Math; Reading Instruction Training in Grades 4-12; Special Education; Administrator Training; and National Board Certification.

While each participating school must have an action plan for its grades 4 through 8 teachers and staff, the action plan may be developed at the school district level if that is how staff development program decisions have been made historically in the school district.

- (b) "**Classroom**" as used in Education Code section 44731(a) means a room in which students in grades 4 through 8 receive core curriculum instruction for some or all of the school day. Core curriculum instruction includes language arts, math, science, and history. Excluded from this definition of classroom are libraries, computer labs, multi-purpose rooms and gymnasiums.
- (c) "**Internet access**" as used in Education Code section 44731(a) means a networked connection to the Internet either through (1) one computer in the classroom that is also connected to an LCD panel, television, or other device that allows it to be viewed by the entire class or (2) all the computers in the classroom necessary to meet the definition of "sufficient number of computers in the classroom." The number of classrooms with Internet access is determined on the date the local governing board certifies the application; however, connections to be completed under an E-Rate funding commitment letter by the end of the State fiscal year in which the application for this program is made may also be counted.
- (d) "**Sufficient number of computers**" as used in Education Code section 44731(a) means one computer per ten students in the classroom. The number of computers per classroom is determined on the date the local governing board certifies the application.
- (e) "**Up-to-date computers**" as used in Education Code section 44731(a) means multimedia computers with access to a CD-ROM, internally or over a network, that have the capacity to access web-based resources.

The Action Plan

The Education Technology Staff Development Program requires that participating schools develop "action plans" that provide for a program of in-service training in education technology for their school site administrators, appropriate instructional classified employees, and all certificated employees who provide direct instructional services to pupils in grades 4 to 8, inclusive. This plan shall integrate the training in education technology with other staff development programs such as the Instructional Time and Staff Development Reform Program (SB1193), the Beginning Teacher Support and Assessment Program; the Mentor Teacher Program; the Bilingual Teacher Training Program; Intersegmental Staff Development; Demonstration Programs in Intensive Instruction; Teacher Instructional Training in Math; Reading Instruction Training in Grades 4-12; Special Education; Administrator Training; and National Board Certification.

What is the Action Plan?

The action plan should be an outline of how education technology training will be incorporated into the other professional development efforts for at least the next twelve months. Ideally, the action plan should not be limited to one year, but should identify the current level of education technology competency among the staff and lay out a plan over the next few years which will allow the teachers, site administrators, and appropriate classified employees to meet or exceed the Commission on Teacher Credentialing (CTC) Education Technology Standards for obtaining teaching credentials. (See What Must the Action Plan Include? below for more information on the CTC technology standards.)

The action plan must be in writing, but it need not be a separate document. If your school or district has a comprehensive staff development plan, that document should be amended to include education technology training to meet the requirements of this program. Likewise, while the law requires every participating school to have this action plan, the school's plan can be part of a school district document or a school site document, whichever is most compatible with the participating school's method for professional development planning and decision making.

If your school or district has a technology plan, that plan may already include a staff development component that could serve as the action plan if it integrates education technology staff development with the other staff development offered. Even if the technology plan's staff development component does not integrate technology staff development with the other staff development offered, it is a good starting place and any action plan developed should be compatible with the technology plan.

Who Should Write the Action Plan?

It is recommended that the plan be developed by (1) school site and district staff responsible for professional development, (2) representatives of teachers, classified employees and the site administrator who will receive the training, (3) experts in educational technology, (4) experts in standards-based curriculum and (5) parents, as required by Education Code section 44731(d)(3).

What Must the Action Plan Include?

The action plan should contain a plan for high quality professional development that provides school site administrators, appropriate instructional classified employees, and all certificated employees who provide direct instructional services to pupils in grades 4 to 8 with what they need to know in order to use education technology to support daily instruction and the record-keeping necessary to support that instruction. The Commission on Teacher Credentialing (CTC), in adopting Education Technology Standards pursuant to Education Code section 44259, has identified the factors to be considered when determining if a teacher

training program provides the instruction necessary to meet their adopted education technology standards. As this program requires that the in-service training provided meet or exceed the CTC proficiency standards, using the factors found on pages 12-14 of the CTC report to develop the school action plan would seem a necessity. A copy of this report is enclosed with this application for your convenience. As further assistance, an outline of the elements of a high quality professional development program is also included as Appendix A. These elements should be considered when incorporating educational technology staff development into ongoing professional development. Finally, remember to review any school or school district technology plans to ensure that the action plan under this program and the technology plan are compatible.

The more detailed the action plan is, the more likely it is to be successful. The action plan should state the focus of the education technology staff development, how the focus will be accomplished in conjunction with other staff development, and the timeline for the training. The action plan should identify who will be trained and how the goal can be accomplished within the timeline. It should also include a budget identifying how these program funds will be used to accomplish the action plan.

Example: In the first year we will concentrate on utilizing education technology to improve 7th and 8th grade research skills. All seventh and eighth grade teachers will receive training on developing lesson plans utilizing technology that provide students with practice researching topics on the Internet. Training on the Internet, conducting Internet searches, and creating Internet projects aligned with the State Board of Education adopted standards will be included in our once a month science in-service on the new standards-based curriculum.

Where Can We Get Help to Develop Our Action Plan?

There are people who can help you in the development of your action plan. Your school district and/or county office of education have people knowledgeable in education technology and standards-based curriculum. There are also regional resources, such as the California Technology Assistance Project (see Appendix B for a listing) and the California Professional Development Consortia (see Appendix C for a listing).

Currently, institutions of higher education are revising their course offerings to provide the instruction required by the CTC adopted Education Technology Standards of Program Quality and Effectiveness. As a result, your local institution of higher education may be a resource for defining, and even providing, the integrated professional development required under this program.

On-line resources that might also be useful in developing the action plan are listed in Appendix D.

Application Instructions

Page Seven--Local Governing Board Certification of Individual School Eligibility

This program relies on local school district governing boards reviewing and certifying that individual schools in the district meet the program requirements and are eligible for funding. The governing board must make the determination of eligibility in an open meeting.

The certifications (a)-(d) on page seven are the program requirements. To fully understand the program requirements, please see the definitions on page two of this application packet. The governing board must determine that each school listed in the application meets each and every requirement. The governing board can do this by determining that the form on page 8 of this application has been completed accurately. There must be one "Schools Eligible For and Participating in the 1998-99 Education Technology Staff Development Program" (page 8) for each participating school.

Records of the board meeting and the information relied on by the board in order to approve the certifications should be maintained to assist in future audits of this program.

Page Eight--Schools Eligible For and Participating in the 1998-99 Education Technology Staff Development Program

To qualify for this funding each school must have both (1) a staff development "action plan", and (2) Internet access and sufficient technology in each 4th-8th grade core classroom. The information on this form will validate that the listed school has sufficient technology to qualify for this program and for the teacher, site administrators and classified employees to use once trained. The local governing board must review this information and certify the information as correct. The California Department of Education will also review the information for consistency and may ask for additional information if discrepancies arise.

This form must be completed for each school in order for the school to be eligible for funding under this program. The completed form for each school should be attached to the Local Governing Board Certification and submitted to the Education Technology Office in the California Department of Education. The number of forms attached should coincide with the "Number of Schools Included in This Application" indicated at the top of the Local Governing Board Certification.

It is important to remember, that for the purposes of this application, a classroom is a room in which students in grades 4 through 8 receive core curriculum instruction for some or all of the school day. Core curriculum instruction includes language arts, math, science and history. Excluded from this definition of classroom are libraries, computer labs, multi-purpose rooms and gymnasiums. Please refer back to the definitions provided on page two for other definitions necessary to properly complete this form.

Action Plan Section: While the integrated staff development "action plan" must be developed prior to submitting the application to the California Department of Education (CDE), the written plan itself does not need to be sent to CDE. The "action plan" is developed locally in order to determine how best to integrate education technology training with the rest of their professional development. It is also the blueprint for how the program funds will be expended and, therefore, will be used when the program is audited.

To complete this section of the form, identify the title and location of the plan and the names and titles of the people who helped develop the plan.

Internet Access and Sufficient Technology Section: To qualify for this funding, each 4th-8th grade core classroom must have access to the Internet. Classrooms can qualify as having Internet access in one of three ways. Those three ways are listed in "*A. Internet Access in the Classroom*" in this section. Please list the number of 4th-8th grade core classrooms that fit the descriptions in lines 1-3. Classrooms that are counted on line 3 must meet the requirements of lines 1 or 2, the only difference is the that those counted on lines 1 and 2 already have the Internet connection in place and the classrooms counted on line 3 have an E-Rate commitment letter and will have the Internet connection in place by June 30, 1999. If a classroom fits the description on more than one line, please count it on the first line where it matches the description. On the fourth line please total the above three lines. Finally, compare this total with the total number of 4th through 8th grade core classrooms identified at the top of the page. If these numbers are not equal, the school does not qualify for this program.

Applicants should also note that the information on the number of classrooms with access to the Internet through at least one computer is collected for public school districts by CBEDS. Data submitted for this application regarding Internet access will be compared with the fall 1998 data submitted for CBEDS. Any funded applicants whose application data does not substantially align with the data reported for CBEDS in the fall of 1998 may be subject to audit.

Each 4th-8th grade core classroom must also have a sufficient number of up-to-date computers. In order to complete "*B. Sufficient Number of Up-to-date Computers in the Classroom*", you must determine the number of classrooms with at least one up-to-date computer for every ten students. To do this, the number of students in the classroom must be divided by the number of up-to-date computers in the classroom. If more than one class of students uses the classroom during the day, calculate the number of students per up-to-date computers based on the average class size in that classroom during the day.

For example, if there are 30 students and three computers in the classroom, then 30 divided by three results in 10 students per computer. If there are three computers for a classroom of 25 students, then the 8.3 students per computer would allow that classroom to be included under "B". If, however, there are 25 students and two computers in the classroom, then there are 12.5 students per computer and that classroom should **not** be included in the count under "B", and the school would be ineligible for this program. To avoid being ineligible for the entire program because of one classroom, the school or school district could move a computer from a lab into the classroom, or purchase a computer to place in the classroom to provide the sufficient number to qualify.

Finally, compare the number in "B" with the total number of 4th through 8th grade core classrooms identified at the top of the page. If these numbers are not equal, the school does not qualify for this program.

For Multi-Track Year Round Schools and/or Schools With Departmentalized Instruction Section: Please provide the information requested to the best of your ability. The information will be used by the California Department of Education to determine if any additional information will be required before this particular school can be funded.

California Department of Education
Education Technology Office

County and District Code: Charter School Code:

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County: _____

Number of Schools Included in This Application _____

District: _____

Charter School: _____

The Education Technology Staff Development Program for Grades 4 Through 8 1998-99 Application

Must be Received By the California Department of Education no later than June 11, 1999

Purpose: On this page, a Local School District Governing Board certifies that individual schools in their district are eligible to participate in the Education Technology Staff Development Program for the 1998-99 fiscal year.

Contact Person: _____ Title: _____

Address: _____ City: _____ Zip Code: _____

Telephone: () _____ Ext. _____ FAX: () _____ E-Mail: _____

Certifications

As a condition for applying for and receiving Education Technology Staff Development Program funds (Chapter 844, Statutes of 1998), the Governing Board of the above named school district (*charter school*) certifies that the following statements are true and accurate, as evidenced by a Board Resolution or an entry in the Board meeting minutes:

- a) Every classroom serving grades 4 through 8 in the participating schools listed on the attached pages has Internet access and a sufficient number of up-to-date computers or other devices to provide Internet access for instructional purposes, as defined in Section 11970 of Title 5, California Code of Regulations (included on page 2 of application).
- b) Participating schools listed on the attached pages have developed an action plan for education technology professional development for appropriate teachers and staff that integrates training in education technology with other ongoing staff development enumerated in Education Code section 44731.
- c) The training in education technology included in the above action plan for the appropriate teachers and staff at the participating schools listed on the attached page will meet or exceed the proficiency standards adopted by the Commission of Teacher Credentialing (CTC) pursuant to Education Code section 44259.
- d) Funds from this program will be spent to train site administrators, instructional classified employees and certificated employees who provide direct instructional services to students in grades 4 through 8 in the use of education technology to support the daily instruction of pupils and the recordkeeping necessary to support that instruction at the participating schools listed on the attached pages.

Signature

To the best of my knowledge and belief, the information in this application is true and correct and is in compliance with state law and administrative provisions of the California Department of Education. The Governing Board of the above named school district has authorized me to sign this application on its behalf.

Signature of District Superintendent

Printed Name

Date

**Schools Eligible For and Participating in the
1998-99 Education Technology Staff Development Program**
(Complete this page for each eligible school and attach a complete set to the governing board certification)

Name of School District: _____ Page _____ of _____

Name of School: _____ CDS Code: _____ Grades Served: _____

Number of 4th-8th grade students _____ Number of 4th-8th grade core classrooms _____

Total number of up-to-date computers in 4th through 8th grade classrooms _____

Contact Person: Name & Title _____ Telephone Number _____

Action Plan

Title and Location of Action Plan: _____

List of Names and Titles of Persons Who Developed Action Plan:

Name

Title

(Attach sheet with additional names and titles if necessary)

Internet Access and Sufficient Technology

A. Internet Access in the Classroom

See page 2 of the application for a definition of classroom and internet access. Do not list one classroom more than once; if a classroom fits under more than one category, count that classroom in the first appropriate category.

_____ Line 1. The number of 4th – 8th grade core classrooms with access to the Internet through all the up-to-date computers included in the count to reach the ten students to one computer ratio

_____ Line 2. The number of 4th – 8th grade core classrooms with access to the Internet through one computer that has a projection device

_____ Line 3. The number of 4th – 8th grade core classrooms not included above for which an E-rate funding commitment letter has been received that will result in the necessary connectivity by 6-30-99

_____ Line 4. Total (Compare this number with the total number of 4th through 8th grade core classrooms identified at the top of the page. If these numbers are not equal, the school does not qualify for this program.)

B. Sufficient Number of Up-to-date Computers in the Classroom

_____ The number of 4th – 8th grade core classrooms that have at least one up-to-date computer for every 10 students in the classroom. (Compare this number with the total number of 4th through 8th grade core classrooms identified at the top of the page. If these numbers are not equal, the school does not qualify for this program.)

For multi-track year round schools and/or schools with departmentalized instruction:

_____ If this is a year-round multi-track school, indicate the highest percentage of 4th-8th grade students who are on track at any one time during the year. (Leave blank if this does not apply.)

_____ If departmentalized instruction occurs at this school, indicate the highest percentage of 4th-8th grade students who are in core classrooms at any one time during the day. (Leave blank if this does not apply.)

ELEMENTS OF HIGH QUALITY PROFESSIONAL DEVELOPMENT

Developed by the California Professional Development Consortia--October 1996

IS FOCUSED on conditions for improving student learning with attention to developing curriculum and designing instruction compatible with current research, state frameworks, and content and performance standards.

ENCOURAGES EDUCATORS to participate in the planning of their own professional learning.

USES DATA to inform teaching and learning decisions.

IS RELATED to identified classroom, school, and district goals.

PROMOTES LONG-TERM, in-depth, sustained learning activities that include a variety of strategies to help educators apply what they've learned.

PROVIDES OPPORTUNITIES for giving and receiving feedback. Examples include: analysis of portfolios, examination of student work, membership in peer support groups, learning from videotaped and audiotaped lessons, self critique, participation in peer coaching and helping trios, keeping anecdotal records and journals.

ALLOCATES TIME for educators to reflect, analyze, and refine their own professional practice.

PROVIDES OPPORTUNITIES for school and district staff and other stakeholders to adapt strategies to diverse classroom needs.

ENCOURAGES EDUCATORS to develop collaborative relationships and a safe learning environment that promotes and sustains continuous improvement of professional practice.

RECOGNIZES that educators learn in a variety of ways.

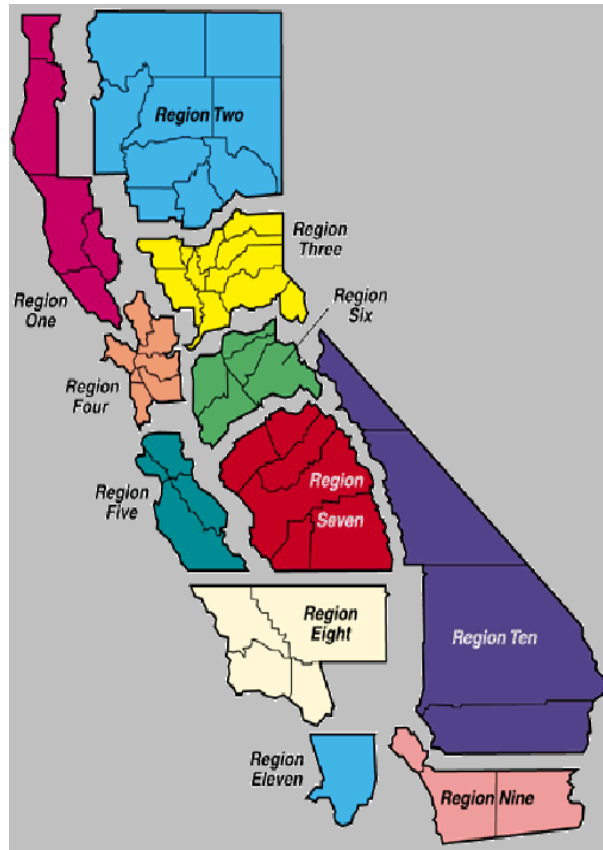
IS EMBEDDED in the workplace so it is more closely related to educators' work experiences.

IS ACCESSIBLE to teachers of all levels and groups of students.

OFFERS OPPORTUNITIES for leadership development.

REQUIRES KEY ADMINISTRATIVE PARTICIPATION, support, and follow up.

USES STANDARDS and monitors progress in order to improve the impact of professional development.



Counties by Region

Region 1: Del Norte, Humboldt, Lake, Mendocino, Sonoma

Region 2: Butte, Glen, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity

Region 3: Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba

Region 4: Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano

Region 5: Monterey, San Benito, Santa Clara, Santa Cruz

Region 6: Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne

Region 7: Fresno, Kings, Madera, Mariposa, Merced, Tulare

Region 8: Kern, San Luis Obispo, Santa Barbara, Ventura

Region 9: Imperial, Orange, San Diego

Region 10: Inyo, Mono, Riverside, San Bernardino

Region 11: Los Angeles

CTAP STAFF DEVELOPMENT COMMITTEE MEMBERS (Rev. 3/12/99-CDE)

Name	Region	Affiliation and Address	Phone & Fax Numbers	E-mail Address
Chris Doyle, Chair	08	Kern COE 1300 17 th St. City Centre Bakersfield, CA 93301	805-636-4331 805-636-4135 (fax)	cdoyle@kern.org
Rick Phelan	01	Sonoma COE 5340 Skylane Boulevard Santa Rosa, CA 95403-8246	707-524-2847 707-578-0220 (fax)	rphelan@sonoma.k12.ca.us
Kurt Larsen	02	Butte COE 5 Center Drive Oroville, CA 95965	530-538-7876 530-538-7846 (fax)	klarsen@bcoe.butte.k12.ca.us
Tom Vasta	03	Sacramento COE 9738 Lincoln Village Drive Sacramento, CA 95827	916-228-2349 916-228-2360 (fax)	tvasta@sac-co.k12.ca.us
Micheline LeBlanc	04	Alameda COE 313 West Winton Avenue Hayward, CA 94544-1198	510-670-7704 510-670-4161 (fax)	Micheline_LeBlanc@alameda-coe.k12.ca.us
Karl Forest	05	Santa Cruz COE 809 Bay Avenue, Suite H Capitola, CA 95010	831-479-5272 831-479-5236 (fax)	kforest@santacruz.k12.ca.us
Linda Smith	06	San Joaquin COE 2901 Arch-Airport Road Stockton, CA 95213-9030	209-468-9155 209-468-9018 (fax)	linda_smith@qmail.sjcoe.k12.ca.us
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Gary Schonfeldt	08	San Luis Obispo COE P.O. Box 8105 Education Drive at Highway 1 San Luis Obispo, CA 93403	805-782-7270 805-594-0739 (fax)	gschonf@main.slocs.k12.ca.us
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Karen Coates	10	San Bernardino COE 601 N.E. Street San Bernardino, CA 92410	909-387-3814 909-387-4941 (fax)	kcoates@sbcss.k12.ca.us
Pat Hosken	11	Redondo Beach USD 1401 Inglewood Ave. Redondo Beach, 90278	310-937-7477 310-937-7470 (fax)	hosken@bnet.org
Cheryl Lee	11	Los Angeles COE 9300 Imperial Highway Downey, CA 90242	562-922-6217 562-922-6602 (fax)	Lee_Cheryl@mail.lacoe.edu

CALIFORNIA PROFESSIONAL DEVELOPMENT CONSORTIA
(SB 1882, Article 2)

1. North Coast Professional Development Consortium

LEA: Sonoma County Office of Education
5340 Skylane Blvd.
Santa Rosa, CA 95403-8246
Director: Barbara Powell Phone: (707) 524-2825 bpowell@fcbbs.sonoma.k12.ca.us
Includes counties of Del Norte, Humboldt, Lake, Mendocino, and Sonoma

2. North State Professional Development Consortium

LEA: Tehama County Department of Education
P.O. Box 689
Red Bluff, CA 96080-0689
Director: Roxy Williams Phone: (530) 527-5811 rwilliam@tcde.tehama.k12.ca.us
Includes counties of Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity

3. Capital Region Professional Development Consortium

LEA: Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, CA 95827-3399
Intrm.Dir.: Darby Williams Phone: (916) 228-2664 dwilliam@sac-co.k12.ca.us
Includes counties of Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo and, Yuba

4. Bay Region IV Professional Development Consortium

LEA: San Mateo County Office of Education
101 Twin Dolphin Drive
Redwood City, CA 94065-1064
Coordinator: Enomwoyi Booker Phone: (650) 802-5348 ebooker@ed.co.sanmateo.ca.us
Includes counties of Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano

5. Central Coast Consortium for Professional Development

LEA: Santa Cruz County Office of Education
809 Bay Avenue, Suite H
Capitola, CA 95010-2199
Director: Liz Merriam Phone: (408) 476-7140 liz@santacruz.k12.ca.us
Includes counties of Monterey, San Benito, Santa Clara, and Santa Cruz

6. Delta Sierra Professional Development Consortium

LEA: San Joaquin County Office of Education
2901 Arch-Airport Road
P.O. Box 213030
Stockton, CA 95213-9030

Director: Nanette Green Phone: (209) 468-4967 nanette_green@qmail.sjcoe.k12.ca.us
Includes counties of Amador, Calaveras, San Joaquin, Stanislaus and Tuolumne

7. Central Valley Regional Professional Development Consortium

LEA: Kings County Office of Education
1144 West Lacey Blvd.
Hanford, CA 93230-4334

Director: Steve Bogan Phone: (209) 584-1141,ex.2902 sbogan@kings.k12.ca.us
Includes counties of Fresno, Kings, Madera, Mariposa, Merced, and Tulare

8. Regions 8 and 11 Professional Development Consortia

LEA: Los Angeles County Office of Education
9300 E. Imperial Highway
Downey, CA 90242-2890

Actng.Dir. Ben Furtua Phone: (562) 922-6404 Furuta_Ben@laoe.edu

Ron Fontaine (Kern) Phone: (805) 636-4529 rofontaine@fc.kern.org

Includes counties of Kern, Los Angeles, San Luis Obispo, Santa Barbara, and Ventura

9. Professional Development Center: Southern Consortium

LEA: San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7399

Director: Karen La Bonte Phone: (619) 569-5321 klabonte@sdcoe.k12.ca.us

Coordinator: Judith Ibarra-Villegas Phone: (760) 312-6445
Imperial County Office of Education
1398 Sperber Road
El Centro, CA 92243-9699

Coordinator: Sandi Jacobs Phone (714) 966-4043
Orange County Office of Education
200 Kalmus Drive, P.O. Box 9050
Costa Mesa, CA 92628-9050

Includes counties of Imperial, Orange, and San Diego

10. RIMS Professional Development Consortium

LEA: San Bernardino County Office of Education
601 North E Street
San Bernardino, CA 92410-3093

Director: Beth Higbee Phone: (909) 387-3813 Beth_Higbee@bscss.k12.ca.us

Includes counties of Riverside, Inyo, Mono, and San Bernardino

STATE FUNDED OR SPONSORED RESOURCES:

Resource	URL
California Department of Education Web site	http://www.cde.ca.gov
Education Technology Office	http://www.cde.ca.gov/ftpbranch/retdiv/ed_tech/
California's Language Arts and Mathematics Standards	http://www.cde.ca.gov/board/board.html
Connect, Compute, and Compete	http://www.cde.ca.gov/ftpbranch/retdiv/ccc_task/ccc.htm
California's K-12 Network Planning	http://www.cde.ca.gov/ftpbranch/retdiv/technology/K-12/K-12_home.html
California's Improving America's Schools Act Consolidated State Plan	http://www.cde.ca.gov/iasa/summary.html
Challenge School District Reform Initiative	http://www.cde.ca.gov/challenge/
Online Resources for a Standards-Based Accountability System	http://www.cde.ca.gov/iasa/standards/online.html
Organization of the California Department of Education	http://www.cde.ca.gov/orgchart.html
Bilingual Education Network (BiEN)	http://www.cde.ca.gov/cilbranch/bien/bien.htm
Clearinghouse for Specialized Media and Technology	http://www.cde.ca.gov/spbranch/State_Spec_Schools/csmt.html
California Instructional Technology Clearinghouse	http://tic.stan-co.k12.ca.us/
California County Offices of Education	http://www.cde.ca.gov/county_offices.html
California Technology Assistance Project (C.T.A.P.)	http://www.ctap.k12.ca.us
Commission on Teacher Credentialing	http://www.ctc.ca.gov/default.html
Beginning Teacher Support and Assessment Program	http://www.gse.uci.edu/VKiosk/BTSA.html
California Net Day	http://www.netday.org/California/
California Professional Development Consortia	http://www.rims.k12.ca.us/CPDC/CPDCdesc.html
Internet Technical Academy	http://www.wested.org/ita/welcome.html
Schools of California On-line Resources for Educators (S.C.O.R.E.)	http://www.SCORE.k12.ca.us/
1. History/Social Science	1. http://www.rims.k12.ca.us/SCORE/
2. Language Arts	2. http://www.sdcoe.k12.ca.us/SCORE/cla.html
3. Mathematics	3. http://www.kings.k12.ca.us/math/
4. Science	4. http://intergate.humboldt.k12.ca.us/score/
Statewide System for School Support	http://www.pacific.net/~s4/s4.html

ORGANIZATIONS AND AGENCIES

Resource	URL
California Association of Administrators of State and Federal Education Programs (CAASFEP)	http://www.glendale.k12.ca.us/caasfep
California County Superintendents Educational Services Association (CCSESA) <ul style="list-style-type: none">Curriculum and Instruction Steering Committee	http://www.ccsesta.org/ http://www.ccsesta.org/teach.html

FEDERALLY FUNDED OR SPONSORED RESOURCES

Resource	URL
Comprehensive Assistance Center, Northern California: WestEd	http://www.wested.org/
Comprehensive Assistance Center, Southern California: Los Angeles COE	http://SCCAC.laoe.edu/
Eisenhower National Clearinghouse (ENC) for Mathematics and Science	http://www.enc.org/
ERIC Information Service Providers for California	gopher://gopher.ed.gov:70/00/programs/ERIC/Publications/providers/eisp_ca
National Clearinghouse for Bilingual Education (NCBE)	http://www.ncbe.gwu.edu/about.html
Native American Parental Assistance Program (Project NAPAP)	http://www.ed.gov/Family/ParentCtrs/ahmium.html
Pacific Southwest Regional Technology in Education Consortium (PS*RTEC)	http://psrtec.clmer.csulb.edu/
U.S. Department of Education President's and Secretary's Initiatives	http://www.ed.gov/inits.html
State Literacy Resource Center	http://www.otan.dni.us/slr/slrchome.html
US Department of Education Technology Initiatives	http://www.ed.gov/Technology/
Getting America's Students Ready for the 21st Century	http://www.ed.gov/Technology/Plan/NatTechPlan/

COMMUNITY BASED ORGANIZATIONS, NON-PROFIT GROUPS, AND BUSINESS PARTNERSHIPS:

Resource	URL
Center for Educational Leadership and Technology, Inc.	http://www.celt.org/
Community Networks	http://ralph.gmu.edu/~pbaker/index.html
CompuMentor	http://www.compumentor.org/
Computer Using Educators (CUE)	http://www.cue.org/
Developing Educational Standards for Schools	http://putwest.boces.org/standards.html
Edu-Tech	http://www.csv.warwick.ac.uk/WWW/edu-tech/
National Rural Telecommunications Cooperative	http://www.nrtc.org/
SMARTSCHOOLS Challenge 2000	http://www.svi.org/projects/SCHOOLS/challenge2k.html